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ABSTRACT

The planning phase of the Hartford Effective Schools Initiative (HESI) is described and evaluated in this report. Data were gathered from interviews held with 21 teachers (7 from each of 3 elementary schools), paraprofessionals, building administrators, the project coordinator and building leader participating in the project, and 6 nonparticipating teachers. The duration of the summer project was for a period of 6 weeks. Institutional profiles on each of the schools' effectiveness characteristics and the number of teachers participating for the various HESI training periods (6 weeks, 1 week, no training) were supplied by responses to the Connecticut School Effectiveness Questionnaire. Data regarding student achievement in grades 2-6--broken down by teacher and by scores from the Metropolitan Achievement Test--are presented. Conclusions drawn from the data indicate the areas of weakness to be: (1) description of the content and goals of the training, (2) lack of focus for paraprofessionals, and (3) parent training. Areas of strength are determined to be: (1) design of the project, (2) voluntary participation, (3) extrinsic rewards, and (4) selection of trainers. Three references, 7 figures, and 16 tables are included in the report. (WTH)

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HARTFORD EFFECTIVE SCHOOLS INITIATIVE

Planning Phase Evaluation Report

#8430

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HESI Planning Phase Evaluation Report

The major evaluation tasks of this phase of the project included 1) familiarizing ourselves with formal plans for the proposed training; 2) developing semi-structured interview agendas to use during the planning and summer institute phases; 3) developing baseline instructional profiles that include participants' reasons for joining and their goals for the project; and 4) developing school effectiveness/achievement profiles based upon the Connecticut survey and student achievement data. This report details our findings and then summarizes the strengths and weaknesses of the planning phase. The report is based on data from interviews with a total of 21 teachers (seven from each school) who will be participating in HESI for the entire six weeks, six teachers who have chosen not to participate, six paraprofessionals, four building administrators, Mary Wilson, Project Coordinator, and Hilary Freedman, Building Leader. We also had brief conversations with several people involved in planning training for the paraprofessionals and parents and attended a planning meeting for the parent training. In all, we had the opportunity to speak with a substantial cross-section of participants, all of whom gave generously of their time and insights.

For the quantitative analysis, Connecticut School Effectiveness Questionnaire data were gathered by the State Education Department staff with a follow-up of non-respondents conducted by the evaluators. The Metropolitan Achievement Test data were obtained from the Hartford city-wide testing program.

PLANNING FOR THE PROJECT

By the end of June, it was clear that a promising format had been developed for HESI: one that had the virtue of combining lectures with clinical experience and coaching; one that included all the key actors--teachers, principals and paraprofessionals. In addition, all of the complicated logistics for the summer training component were complete. Teachers had been assigned to partners, coaches and classrooms; building facilitators were functioning to insure that teachers from each school had the necessary teaching supplies available at the King school; the transportation schedule was developed with paraprofessionals assigned to a rotating bus schedule; and, of course, the trainers had been scheduled: Rob Hunter for the first week and Carole Helstrom, Robert Gutzman, Faye Parmalee, William Bircher and John Del Grego for the clinical training weeks.

During this phase of the project, it was not possible to evaluate the organization or content focus of the formal training, as no written plans were available. At the request of Mary Wilson, Rob Hunter sent a list of general training objectives, but did not indicate what he would require of participants, what the activities or specific content of training would be, or how he or HESI staff might evaluate the impact of his part of the training.

The same evaluation issue arises with respect to plans for the additional training which will be provided during the clinical experience. Carole Helstrom is coordinating the formal training during the summer, and her familiarity with Hunter and extensive experience in working with teachers and principals should serve HESI well. It is likely that the various components will be well presented and will build on, supplement, reinforce, and extend each other. However, we do not have sufficient information at this time from which to draw any more specific conclusions.

The absence of a specific description of the project and its component parts is perhaps the cause of participants' very sketchy ideas about the project. There were no teachers who could describe the proposed content or goals of HESI in other than global terms--"to make me a better teacher." Teachers at SAND had a greater working verbal knowledge of Madeline Hunter's work due to the principal's year-long efforts to infuse her ideas into the instructional focus of the staff, but they too were unsure about the specific goals of the project. Why, then, did teachers choose to participate?

Reasons for Participating

We heard informally that many teachers were participating for the salary and/or the college credit available to them. Assuredly this is true, but teachers' comments also reveal that they are hoping to improve their skills. In a sense, they are trusting that the project, whatever it is, will in fact help them become better teachers. "To tell the truth, I don't really know why I'm participating," mused one teacher. "I enjoy teaching a lot, and it sounded as if it might be something different. It sounded challenging." Several other teachers echoed this sentiment.

A few expressed the hope that the project might deal directly with their individual concerns. "I think it's something new and I'm going to learn better techniques, especially how to work with so many kids during the year. Sometimes you have so many doubts about how to do things," confided a teacher who was not alone in wanting HESI to reduce the ambiguity and uncertainty with which he lives each day. "They said it was teacher training, and I don't know everything. I need the money, but the main thing is that I feel I need the training," was another typical response.

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Teachers may not understand what the project will provide, but they have a sense of what they believe they need. "I hope to learn some special technique, especially since I've had the kind of (difficult) class I've had this year. I'm hoping to learn how to handle these children a little bit better than I've handled them this year," said a primary teacher.

A few teachers, perhaps reducing their uncertainty about the project, said that they were planning to use HESI to develop various curriculum units for use in the coming year; to try out team teaching and assess whether they might want to continue it; and to learn record keeping skills. One third of the teachers interviewed said that they expected to learn better management techniques so that student discipline problems would be reduced. A teacher with a different orientation said, "I want to be able to articulate, to explain how I know how to do what I do. I can't explain what I do. I can't (now) say to people how I teach."

Several teachers are hoping that HESI will re-excite them about teaching. They are frustrated by working below their own standards, and are thinking of leaving the field if they cannot improve sufficiently to make the work more rewarding. "I don't know why I'm participating," said one such teacher, "but I've lost a lot of my enthusiasm for teaching, and maybe I can get it back." Another said that she wanted to be "re-invigorated" so that she could begin the fall with more enthusiasm for the work. She has been frustrated by her inability to help special education students progress very much each year.

For the most part, then, participating teachers see the project as an opportunity, despite the fact that they do not know what they will be learning. "This is an excellent opportunity," concluded a novice teacher. "Being a newly certified teacher, I want to gain all the knowledge I can

get. I want it to help me professionally. I have a lot of the fundamentals, but I want more. I'm eager for the summer project." Teachers sound as though they are expecting to accomplish a great deal this summer.

Pressure to Participate. With respect to participation, there was in each school an undercurrent of suggestion that teachers have had little choice; that their principals if not central office have coerced their involvement. The experience of pressure is real; however, the number of non-participating teachers suggests that there was choice. We spoke with six non-participating teachers who explained their own choices. Four of them had other summer work, or family or schooling commitments that could not be changed. One strongly objected on principle to the process by which HESI was adopted. (He did not object to the focus.) This teacher felt that HESI was imposed on the faculty by central office in clear violation of the process of teacher participation in identifying priorities and setting goals defined by the Connecticut School Effectivemess Project. Another teacher refused to participate because the salary was too low.

Some teachers felt peer, not administrative pressure. Said one, "Most of the teachers here are doing it, so what choice do I have?" A teacher in another school had a similar perspective, noting that she believed she should support other teachers; that somehow the entire school would be evaluated in terms of its participation rate in HESI. Finally, a few teachers expressed the fear that their performance evaluations would be based on the teaching principles they would learn in HESI. They chose to participate to insure themselves satisfactory evaluations in the coming year.

It is worth noting that teachers were not alone in suggesting that they felt pressure to participate. A few principals and assistant

principals are less than enthusiastic about the training. One felt pressure from his teachers: "The staff volunteered for it. I'm a leader, and I figured I'm supposed to participate. They would gain, and I guess I would too." Another remarked pointedly, "I had to be involved. I didn't decide," and then tempered the remark by adding, "But I would have done it anyway as a part of the School Effectiveness Project."

In contrast to these perspectives, some principals, as some teachers, saw HESI as a valuable opportunity. "I am participating because it will make my job easier. The things I want to do for kids I can accomplish better if I can communicate with the staff using the same language. There is a lot we need to know in order to benefit kids better, and our lack of knowledge stands between what we do and (then) doing more for the kids." Said another, "The logic of Madeline Hunter is compelling. With it I can see myself as an agent for improving instruction in the school."

Summary: Project Focus; Reasons for Participating. At this time, expectations for a successful project are based on a sound design and on the assumption that the people hired will deliver a high quality program. Each person has a "package" of sorts by which he or she is known. Although the content of each of these "packages" or modules has not been explained to the participants, HESI coordinators have good reason to expect that they will be of high quality and will engage teachers, principals, and paraprofessionals in working to improve their skills with children. Neither the planners nor the participants could articulate what improvement would look like, however; what specifically participants would be able to do more effectively at the end of the project.

Paraprofessionals, whom we have not mentioned previously, feel most

unclear about the purpose of their participation. Some do not know whether they will be working in classrooms in addition to riding the buses. They have little if any idea of what the training will provide for them, or what they will be expected to do differently (if anything) in the coming academic year. They appreciate the opportunity to work this summer, and hope to improve their skills so they are more effective with children.

Some paraprofessionals are pursuing teaching certification. These individuals, like the teachers, are using HESI as an opportunity both to learn and to pick up course credits.

Teachers, confronted with a sketchy outline of a project, have filled in details and have created images of the project as they would like it to be. To the extent that their ideas and hopes are mismatched with the project that is implemented, teachers may be dissatisfied. On the other hand, the project may indeed address teachers' areas of concern, in which case they will evaluate it quite positively.

INSTRUCTIONAL PROFILES

The instructional profiles have been developed to serve three purposes. First, they provide baseline information about the extent to which Hunter's vocabulary and ideas about diagnostic teaching are a part of teachers' instructional repertoire prior to training. Second, because they are baseline, they will enable us to make some teacher- and principal-specific comparisons pre- and post-training. We will be able to judge whether anyone changed how he or she teaches or supervises. Third, understanding teachers' and principals' current relationships with each other with respect to

instruction will permit us to examine changes in that relationship as a function of teacher and principal training. In sum, the Spring 1984 visits to the schools provide the baseline data about individuals, interactions, and schools from which we will be able to evaluate the impact of the HESI project. The data are of interest now as description, not as evaluation. Having them will allow us to notice change.

Because teachers; descriptions of their teaching were quite similar irrespective of the school in which they worked, we are presenting one broad description of teaching in the three schools. We are devoting more school-specific attention to 1) the extent to which Hunter's ideas are prevalent in the schools now, and 2) principals' involvement with classroom instruction, because schools vary on these dimensions.

Instructional Styles. During each interview we asked teachers to describe how they are teaching their current mathematics topic. (We chose math because several research articles about Hunter's techniques suggest that their impact can be seen most explicitly in this subject.) Teachers varied little in how they described their teaching. Most talked of the need to begin where the children are, to motivate the children, to go from the concrete to the abstract, the simple to the complex. All talked about providing opportunities for students to practice what they are learning and said that they relied heavily on teacher-made and unit tests to determine the success of their teaching. They also spoke of using children's body language and ability to answer questions during instruction as on-going clues to the success of instruction. One said he liked to see children use the learning in a new context to measure success.

Teachers report following a structured, similar lesson format each

day, and they say they rely heavily on texts and other commercial materials to determine the content of what they teach. Teachers talked about the structure of their work--grouping, testing, the influence of time. They did not talk about the appropriateness or coordination of the content of what they teach, the pacing of lessons, task analysis or variation in lesson design.

This does not mean that teachers are not concerned about these aspects of teaching, or that they do not vary the pace and design of their lessons. It is to say that they do not talk about these things when asked to talk about their teaching. Had we had the opportunity to observe teaching this Spring, we might have seen these aspects of teaching. Having had to rely on verbal description of classroom behavior, we can only report that we did not hear teachers talk about these topics.

Asked whether there is a dominant teaching style in his building, one principal said, "Most teachers teach in a conventional style. They teach Monday through Thursday and test on Friday. It's not a mastery learning approach. Regardless of the test outcome on Friday, people move on to the next unit on Monday." This principal may be overstating the case, but it is true that only one of the 21 teachers with whom we spoke reported using a mastery approach.

Teachers' descriptions do not dispute this general observation. "I teach lessons from the board," said one third grade teacher. "I don't use concrete materials. We all work together and do lessons on the board. Then I supervise their follow-up work and then they have to do work on their own which I check to see if they understand. To check for understanding, I have each child come to the board and do a problem." At the end of this process, the teacher gives a test. Generally 85% suggests she can move on; but if

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the topic is difficult, she accepts 70% as sufficient.

Another teacher expressed the common reliance on commercial materials. "There is a monitoring card that goes along with the math book, and it goes step by step telling what should be covered," she explained. "It is minimal competency, but I find it is a good basis for me because it means that I can cover everything. I may spend more time in one area or another; I spent a long time on fractions whereas I didn't with long division. I assume that this system was set up by professionals and they aren't going to give me anything average six graders can't handle."

Teachers in all three schools talk about the organization of teaching in classrooms: grouping, materials, testing. They do not talk about the art of lesson presentation, of task analysis, of continual decision making. Each of these is an important topic in Hunter's model of diagnostic teaching.

Knowledge of Diagnostic Teaching (Madeline Hunter). Although none of the teachers talk about the topics noted above, teachers at SAND are more familiar with other aspects of Hunter's model and can speak some of the vocabulary. (Teachers at the other schools have heard of Hunter because they were given an article to read, but that is the extent of their knowledge.) For example, one SAND teacher reported that she knew that "Madeline Hunter did research and came up with the answers that we in the classrooms don't have--through research. She condensed the research into some patterns of how we ought to teach. I think it has to do with lesson planning, with focusing on what you are doing, with being exacting. There are objectives, input, modeling, practice, independent practice, and I think evaluation." We did not speak with teachers in either Hooker or King who could so explicitly

articulate aspects of Hunter's model.

Some teachers at SAND, again in contrast to their colleagues at King and Hooker, talked about specific lesson objectives when describing their teaching. Said one, "The objective of this lesson is to teach them how to compute percentage. The long-range goal is to know that percentage means 100 and to use it practically, for example when buying sneakers on sale."

Our description of these differences is not meant to suggest that teachers in one school are inferior or superior to those in another with respect to their teaching. Rather, our purpose is to indicate that some have had considerable exposure to the ideas that will be presented this summer, and others have not. Like learners in classrooms everywhere, teachers in HESI are beginning the project with different prior experiences and knowledge. We want to be able to take into consideration where they were at the beginning, when at the end we evaluate the impact of the project. In that way, we can better determine how much learning to attribute to the training, and how much is a function of prior knowledge.

Principals' Involvement with Instruction. For the same reasons, we want to describe current principal/teacher relations with respect to instruction. We asked principals and teachers in each of the schools to describe the principals' involvement with evaluation and supervision of instruction. We asked principals to describe what they expect of their teachers; and teachers to describe what their principals expect of them with respect to instruction. The three schools form a continuum on this issue.

Teachers at SAND report that although the principal evaluates them no more often than is required by contract, when he does observe classrooms, "he

looks for evidence of Madeline Hunter. He talks about anticipatory sets; he asks questions about objectives. He asks about how you teach and how you end your lesson. He looks at lesson plans. He wants us to use the words from the hand-outs, and he explains what they mean at faculty meetings. We have tons of hand-outs." When he comes in, the principal "wants to know how I implement my lesson plan," and, added another teacher, "he wants more than textbook material. He wants us to provide activities for the children." The principal at SAND has an overt and continuing focus on instruction and his teachers are clear about what it is.

Hooker teachers describe their relation with their principal as "in transition." Although they stress his concern for attendance, discipline, improving test scores and a "calm environment," they note that in the past few years he has begun to spend more time in classrooms. Teachers are unclear, however, about what he is looking for. Said one, "I really don't know what he is looking for. After he's done an evaluation, he talks to us and tells us how he saw the lesson, and also comments on distractions if there were any. If he sees that we handle difficult situations well, he will also give us positive feedback." The principal noted his increasing involvement with instruction and his need to learn more in order to improve teaching. He said, "I know how to take script writing notes because there have been workshops for administrators for the past few years. But I don't know how to help teachers plan how to improve."

At King, there seems to be less explicit principal attention to instruction, at least from the perspective of the teachers. They believe that the principal expects them to teach, and that if they do so, he will not get involved in their work. Said one teacher, "the principal expects me to be

reliable and do the job. He doesn't explicitly say what he wants and his assistant checks the planbooks. He's a principal who lets you do pretty much what you want to do, which is good when you are doing the job, and lousy when you are not doing the job." Said another, "He expects me to maintain my classroom and cover the curriculum. He doesn't seem comfortable in the classroom."

The principal reports that he has explicit items in mind when he observes classrooms. He looks for time on task, the percentage of children who are participating in the lesson being taught, the time it takes to get from one lesson to another, and how much or little chaos and confusion accompany these transitions. He reports noting how the teacher circulates around the room and whether the learning centers and bulletin boards are attractive. He, like many of the teachers, is attending to the formal structure of instruction. However, his teachers seem unaware of his interest in these aspects of teaching.

Summary: Instructional Profiles. As teachers and principals begin the HESI project, they are bringing with them a similar method of teaching--one that relies heavily on the use of texts and pencil and paper tasks--but different levels of verbal knowledge about Madeline Hunter and different relationships with one another with respect to an instructional focus in the school. These differences do not imply an evaluation. They are a description of the starting point for teachers, principals and schools as they begin the intensive six-week summer project.

CONNECTICUT SCHOOL EFFECTIVENESS QUESTIONNAIRE

Questionnaire Description. The Connecticut School Effectiveness Questionnaire was developed by Villanova, Gauthier, Proctor and Shoemaker (1981) to measure seven school level alterable characteristics which are defined in Table 1. The 100 items are responded to on a 5-point Likert scale (i.e., SD-SA); the sums of the item level responses are used to generate scores in the seven areas listed in Table 2. The rationale and development of the scale have been described by Gauthier (1983) and Villanova (1984). Alpha internal consistency reliabilities for 423 teachers and stability reliabilities for 60 teachers are also listed in Table 2.

Data Collection. Questionnaire data were gathered from faculty and administrators at the three schools by State Department of Education staff as part of the SDE school effectiveness study. Follow-up staff not responding at the SDE data gathering session was conducted by the HESI evaluators with the assistance of HESI project staff and the school principals. Table 3 presents a breakdown of the number of respondents categorized by the number of weeks of summer training. The response percentages for each school are also included in the table.

Results. For each school the mean and standard deviation was calculated for the school effectiveness characteristics. Tables 4-6 present the Spring 1984 data for the Hooker, King and SAND schools broken out by the amount of HESI training received during the 1984 Summer Institute. The school level profiles presented in Figures 1-3 are based upon the respective means listed in Tables 4-6.

The mean level of perceived school effectiveness for the three schools was found to be consistent with pre-project data reported by Villanova (1984) for 423 teachers representing 10 urban and suburban Connecticut schools. For the HESI schools the means of the characteristics generally were in the low to mid "3" range which indicates that the respondents tended to either be "undecided" (i.e., a rating of 3) or "agree" (i.e., a rating of 4) with the individual items.

Differences within schools across the three training levels were also examined to see if staff participating in different amounts of HESI training differed in pre-project perceptions of school effectiveness. Analyses of variance conducted for each characteristic indicated that no differences existed in the staff perceptions.

An additional analysis examined the rankings of the characteristics for the three training time groups as well as at the total school level. Perusal of the training time subgroup rankings presented in Tables 7-9 suggests that for all three schools the highest ratings across training time groups were associated with the characteristic labeled Clear School Mission; the lowest ratings tended to be found for the characteristics labeled Safe and Orderly Environment and Home and School Relations. Table 10 summarizes the overall school level rankings which suggest some agreement across the schools. Since the means used for the rankings were actually quite similar and generally in the low to mid 3 range on the 5-point scale, it did not appear applicable to calculate the rank order correlation coefficient.

Finally, analyses among schools were not conducted at this time since the emphasis was on generating "baseline" HESI data. The final report

(Spring 1985) will document changes in staff perceptions at the school level.

STUDENT ACHIEVEMENT

This section will describe the Spring 1984 achievement levels of the students in the HESI target schools. Given the nature of the HESI teacher training, the unit of data to be reported will be classroom means. In this way, baseline achievement information can be described for the combined participating schools prior to the summer training and 1984-1985 school year implementation. The Spring 1985 achievement data will be reported in a similar manner so that the overall student achievement levels of teacher classrooms participating in various amounts of HESI training (i.e., 6 weeks, 1 week and no training) can be examined. Thus, we will be following teachers as a classroom unit and not individual students over time.

Data Gathering. The Metropolitan Achievement Test (MAT) was administered in mid-March and early April by the Hartford schools as part of the regular citywide testing program. In our evaluation proposal we described reservations regarding the ability of such a norm-referenced survey measure to be truly sensitive to instructional improvement. It was decided by the Hartford schools that no additional objective-referenced measure could be administered. It may be possible to identify selected objectives and items from the MAT and perform an objective-level analysis of classroom mastery levels for the Spring 1984 and Spring 1985 data to be reported in the Spring 1985 report.

Data Analysis. The data to be reported are grouped by grade level and the amount of HESI training received by the classroom teacher during the

Summer 1984 institute conducted by Robin Hunter. Mean and standard deviations are reported for NCE scores and the associated percentiles are listed for each grade level and training time as well as classroom.

Results. The examination of achievement levels across grade levels and training times is facilitated by the summary of the classroom level percentiles and NCE scores presented in Tables 11-12 and Figures 4-7. The first observation is that, on the average, classroom achievement is slightly below grade level (50%ile) for most grade levels and MAT areas. Secondly, there appear to be no identifiable trends in the achievement levels across the different teacher training times for the MAT areas. That is, it appears that prior to the HESI training, none of the training time groups differ consistently in overall average classroom achievement on the MAT.

Tables 13-16 present the MAT data for each grade level and classroom by amount of teacher training time. Included are NCE means and standard deviations, percentiles associated with the mean NCE and the number of classrooms included in each mean.

Given the small and differential number of classrooms across the different training times, no statistical tests were conducted to examine initial classroom achievement differences across training times. Inspection of the classroom level data in Tables 13-16 suggests that the achievement levels do vary somewhat across classrooms (e.g., see Table 14, grade 3 data for 6-week classrooms).

Table 1

Connecticut School Effectiveness Questionnaire
Scales and Definitions

. Safe and Orderly Environment. There is an orderly, purposeful atmosphere which is free from the threat of physical harm. However, the atmosphere is not oppressive and is conducive to teaching and learning.

. Clear School Mission. There is a clearly articulated mission of the school through which the staff shares an understanding of and a commitment to instructional goals, priorities, assessment procedures and accountability.

. Instructional Leadership. The principal acts as the instructional leader who effectively communicates the mission of the school to the staff, parents and students and who understands and applies the characteristics of instructional effectiveness in the management of the instructional program of the school.

. High Expectations. The school displays a climate of expectation in which staff believes and demonstrates that students can attain mastery of basic skills and that staff members have the capability to help students achieve such mastery.

. Opportunity to Learn and Student Time on Task. Teachers allocate a significant amount of classroom time to instruction in basic skills areas. For a high percentage of that allocated time students are engaged in planned learning activities.

. Frequent Monitoring of Student Progress. Feedback on student academic progress is obtained frequently. Multiple assessment methods such as teacher-made tests, samples of student work, mastery skills checklists, criterion-referenced tests and norm-referenced tests are used. The results of testing are to improve individual student performance and also to improve the instructional program.

. Home-School Relations. Parents understand and support the basic mission of the school and are made to feel that they have an important role in achieving this mission.

Table 2

Reliability Estimates for The
Connecticut School Effectiveness Questionnaire
(Villanova, 1984)

Categories	Number of Items	Alpha Reliabilities[a]	Test-Retest Reliabilities[b]
Safe and Orderly Environment	15	.87	.85
Clear School Mission	14	.90	.90
Instructional Leadership	25	.93	.83
Expectations	12	.55	.69
Opportunity to Learn	12	.66	.74
Monitoring Student Progress	12	.77	.67
Home/School Relations	10	.89	.82

[a] N=423; data collected in 10 schools

[b] N=60; data collected in one school

Table 3

Connecticut School Effectiveness Questionnaire
Response Percentages by School and Amount of HESI Training

School	Total Group	Amount of HESI Training			Total Number of Staff[a]	Response Percentage
		6	1	0		
Hooker	35	20	11	4	41	85%
King	56	28	7	21	62	90%
Sand	37	23	8	6	37	100%
TOTAL	128				140	91%

[a]Staff include full-time teachers and administrators.

Table 4

Connecticut School Effectiveness Questionnaire:
Spring 1984 Means and Standard Deviations by
Amount of HESI Summer Training

Hooker School

Characteristic		Total Group N=35	Weeks of HESI Training 6 N=20	1 N=11	0 N=4
Safe and Orderly Environment	$\bar{X}$	2.98	3.06	2.85	3.03
	SD	.62	.66	.64	.46
Clear School Mission	$\bar{X}$	3.77	3.77	3.79	3.73
	SD	.55	.60	.46	.70
Instructional Leadership	$\bar{X}$	3.09	3.16	2.95	3.18
	SD	.64	.56	.80	.58
High Expectations	$\bar{X}$	3.09	3.15	2.99	3.06
	SD	.39	.45	.33	.25
Opportunity to Learn and Time on Task	$\bar{X}$	3.38	3.42	3.35	3.27
	SD	.45	.44	.48	.54
Frequent Monitoring of Student Progress	$\bar{X}$	3.56	3.49	3.63	3.67
	SD	.42	.52	.28	.07
Home/School Relations	$\bar{X}$	3.06	3.10	3.00	3.00
	SD	.63	.66	.70	.28

Table 5

Connecticut School Effectiveness Questionnaire:
Spring 1984 Means and Standard Deviations by
Amount of HESI Summer Training

King School

Characteristic		Total Group N=56	Weeks of HESI Training 6 N=28	1 N=7	0 N=21
Safe and Orderly Environment	$\bar{X}$	3.18	3.22	3.34	3.07
	SD	.58	.68	.34	.48
Clear School Mission	$\bar{X}$	3.71	3.75	3.72	3.67
	SD	.46	.47	.34	.51
Instructional Leadership	$\bar{X}$	3.18	3.39	2.86	3.00
	SD	.72	.70	.43	.76
High Expectations	$\bar{X}$	3.12	3.17	3.06	3.08
	SD	.41	.43	.38	.40
Opportunity to Learn and Time on Task	$\bar{X}$	3.40	3.46	3.44	3.32
	SD	.52	.59	.47	.47
Frequent Monitoring of Student Progress	$\bar{X}$	3.51	3.53	3.64	3.44
	SD	.59	.52	.33	.74
Home/School Relations	$\bar{X}$	2.86	2.89	2.94	2.81
	SD	.54	.54	.45	.57

Table 6

Connecticut School Effectiveness Questionnaire:
Spring 1984 Means and Standard Deviations by
Amount of HESI Summer Training

Sand School

Characteristic		Total Group N=37	Weeks of HESI Training 6 N=23	1 N=8	0 N=6
Safe and Orderly Environment	$\bar{X}$	2.99	2.85	3.23	3.25
	SD	.56	.52	.54	.61
Clear School Mission	$\bar{X}$	3.74	3.78	3.79	3.51
	SD	.49	.56	.29	.40
Instructional Leadership	$\bar{X}$	3.63	3.68	3.39	3.72
	SD	.42	.33	.57	.43
High Expectations	$\bar{X}$	3.05	3.10	2.77	3.23
	SD	.43	.40	.44	.47
Opportunity to Learn and Time on Task	$\bar{X}$	3.34	3.33	3.17	3.67
	SD	.39	.37	.44	.20
Frequent Monitoring of Student Progress	$\bar{X}$	3.51	3.59	3.32	3.45
	SD	.45	.42	.40	.63
Home/School Relations	$\bar{X}$	2.90	2.85	2.93	3.02
	SD	.41	.42	.46	.36

SA 5
A 4
U 3
D 2
SD 1
Group T 6 1 0 T 6 1 0 T 6 1 0 T 6 1 0 T 6 1 0 T 6 1 0 T 6 1 0
Characteristic
Safe and Orderly Environment
Clear School Mission
Instructional Leadership
High Expectations
Opportunity to Learn and Time on Task
Frequent Monitoring of Student Progress
Home/School Relations

Figure 1. Connecticut School Effectiveness Questionnaire means of characteristics by training time group and grade level: Hooker School

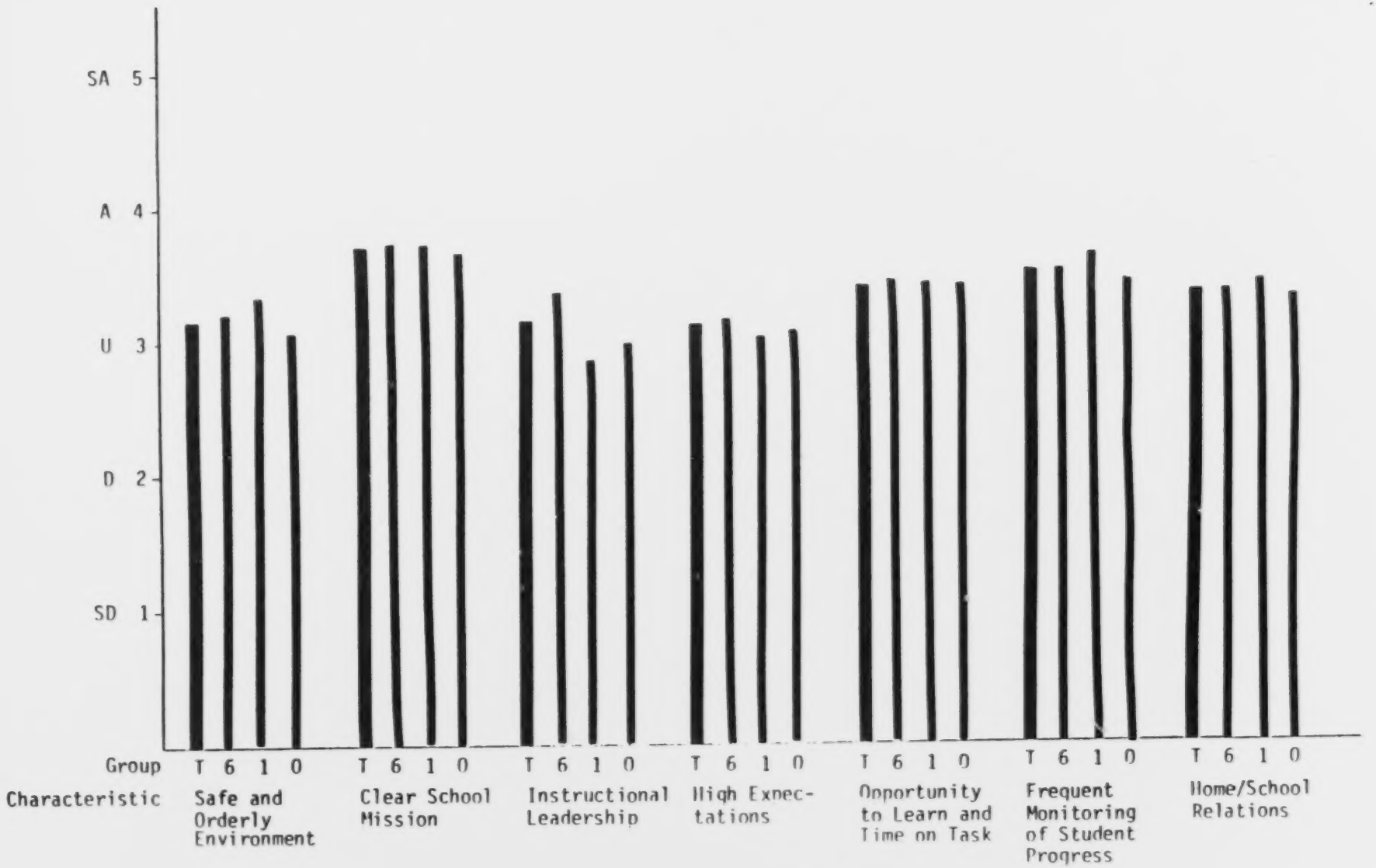
SA 5
A 4
U 3
D 2
SD 1
Group T 6 1 0 T 6 1 0 T 6 1 0 T 6 1 0 T 6 1 0 T 6 1 0 T 6 1 0
Characteristic
Safe and Orderly Environment
Clear School Mission
Instructional Leadership
High Expectations
Opportunity to Learn and Time on Task
Frequent Monitoring of Student Progress
Home/School Relations

Figure 2. Connecticut School Effectiveness Questionnaire means of characteristics by training time group and grade level: King School

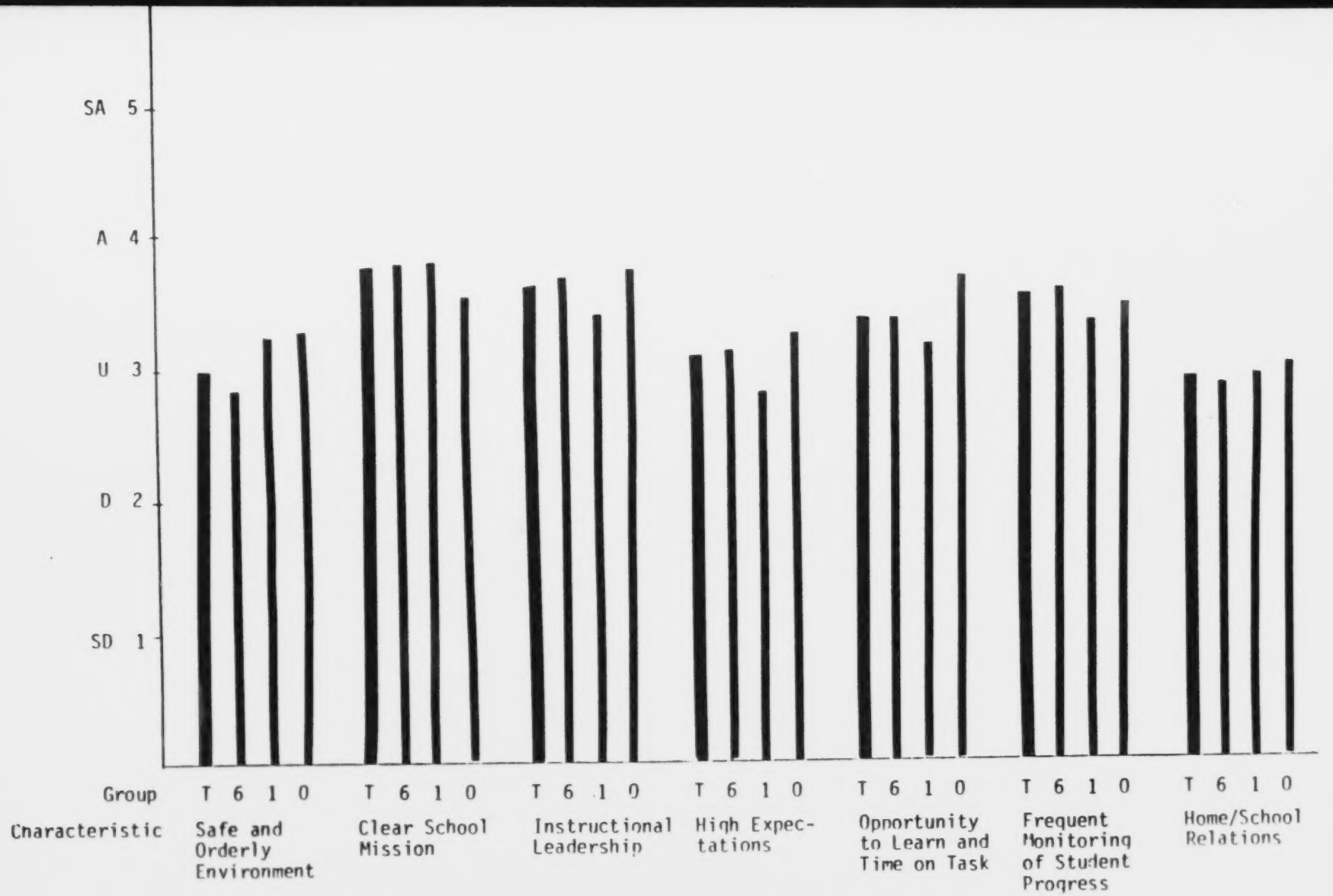

Figure 3. Connecticut School Effectiveness Questionnaire means of characteristics by training time group and grade level: Sand School

Table 7

Ranked Connecticut School Effectiveness Questionnaire Characteristics for Total and Training Time Groups

Hooker School

Characteristic[a]	Total Group N=35	Weeks of HESI Training 6 N=20	1 N=11	0 N=4
SO	7	7	7	6
CSM	1	1	1	1
LEAD	4	4	6	4
EXP	5	5	5	5
OPP	3	3	3	3
MON	2	2	2	2
H/S	6	6	4	7

[a]SO = Safe and Orderly Environment
CSM = Clear School Mission
LEAD = Instructional Leadership
EXP = High Expectations
OPP = Opportunity to Learn and Time on Task
MON = Frequent Monitoring of Student Progress
H/S = Home/School Relations

Table 8

Ranked Connecticut School Effectiveness Questionnaire Characteristics for Total and Training Time Groups

King School

Characteristic[a]	Total Group N=56	Weeks of HESI Training 6 N=28	1 N=7	0 N=21
SO	4	5	4	5
CSM	1	1	1	1
LEAD	5	4	7	6
EXP	6	6	5	4
OPP	3	3	3	3
MON	2	2	2	2
H/S	7	7	6	7

[a] SO = Safe and Orderly Environment
CSM = Clear School Mission
LEAD = Instructional Leadership
EXP = High Expectations
OPP = Opportunity to Learn and Time on Task
MON = Frequent Monitoring of Student Progress
H/S = Home/School Relations

Table 9

Ranked Connecticut School Effectiveness Questionnaire Characteristics for Total and Training Time Groups

Sand School

Characteristic[a]	Total Group N=37	Weeks of HESI Training 6 N=23	1 N=8	0 N=6
SO	6	6	4	5
CSM	1	1	1	1
LEAD	2	2	2	2
EXP	5	5	7	4
OPP	4	4	5	3
MON	3	3	3	2
H/S	7	7	6	7

[a]SO = Safe and Orderly Environment
CSM = Clear School Mission
LEAD = Instructional Leadership
EXP = High Expectations
OPP = Opportunity to Learn and Time on Task
MON = Frequent Monitoring of Student Progress
H/S = Home/School Relations

Table 10

Ranked Connecticut School Effectiveness Questionnaire Characteristics for HESI Schools

Characteristic[a]	School		
	Hooker	King	Sand
SO	7	4	6
CSM	1	1	1
LEAD	4	5	2
EXP	5	6	5
OPP	3	3	4
MON	2	2	3
H/S	6	7	7

[a]SO = Safe and Orderly Environment
CSM = Clear School Mission
LEAD = Instructional Leadership
EXP = High Expectations
OPP = Opportunity to Learn and Time on Task
MON = Frequent Monitoring of Student Progress
H/S = Home/School Relations

Table 11

Summary of Metropolitan Achievement Test
Spring 1984 Data by Grade Level

Grade		Total	Math	Read	Language
2	NCE	47.3	46.1	46.6	48.2
	%ile	44	42	44	46
	N[a]	12			
3	NCE	45.9	49.9	43.9	47.9
	%ile	42	50	38	46
	N	11			
4	NCE	45.2	45.7	43.9	47.2
	%ile	41	41	38	44
	N	11			
5	NCE	47.8	46.0	44.4	50.5
	%ile	45	42	39	51
	N	12			
6	NCE	49.0	48.6	46.7	53.0
	%ile	48	47	43	55
	N	10			

[a]Sample sizes represent number of classrooms.

Table 12

Summary of Metropolitan Achievement Test
Spring 1984 Data by Grade and Training Time

Grade		6 Week TOTAL	6 Week Math	6 Week Read	6 Week Language	1 Week TOTAL	1 Week Math	1 Week Read	1 Week Language	No Training TOTAL	No Training Math	No Training Read	No Training Language
2	NCE	48.9	46.8	48.0	51.8	45.1	45.0	44.7	43.2				
	%ile	48	44	47	53	40	40	40	37				
	N[a]	7				5							
3	NCE	46.6	51.0	44.3	47.9	40.8	46.5	37.7	46.1	51.0	47.3	53.5	52.0
	%ile	43	51	39	46	33	43	28	42	51	44	56	53
	N	8				2				1			
4	NCE	44.3	45.2	43.2	45.6					47.6	47.1	45.8	51.5
	%ile	39	41	37	41					45	44	42	52
	N	8								3			
5	NCE	44.3	44.7	40.6	46.2	48.6	47.6	43.8	52.9	49.8	46.4	47.1	52.5
	%ile	39	40	32	42	47	45	38	55	49	43	44	54
	N	4				2				6			
6	NCE	46.9	46.2	45.2	51.1	55.4	56.1	52.9	57.1	51.0	51.0	47.8	55.3
	%ile	44	42	41	52	60	61	55	63	51	51	45	60
	N	6				1				3			

[a]Sample sizes represent number of classrooms.

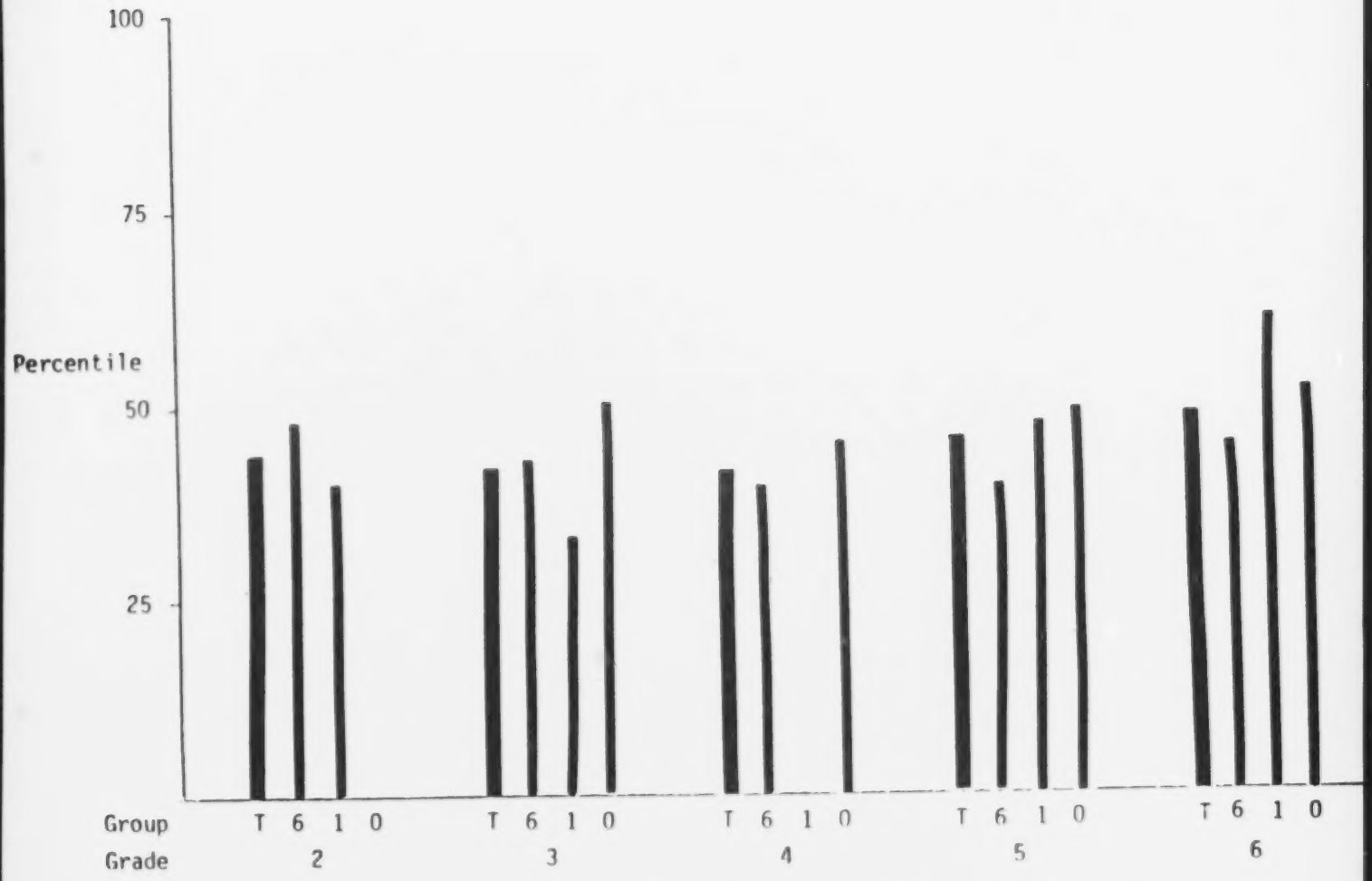

Figure 4. Metropolitan Achievement Test percentiles by training time group and grade level: Total Score

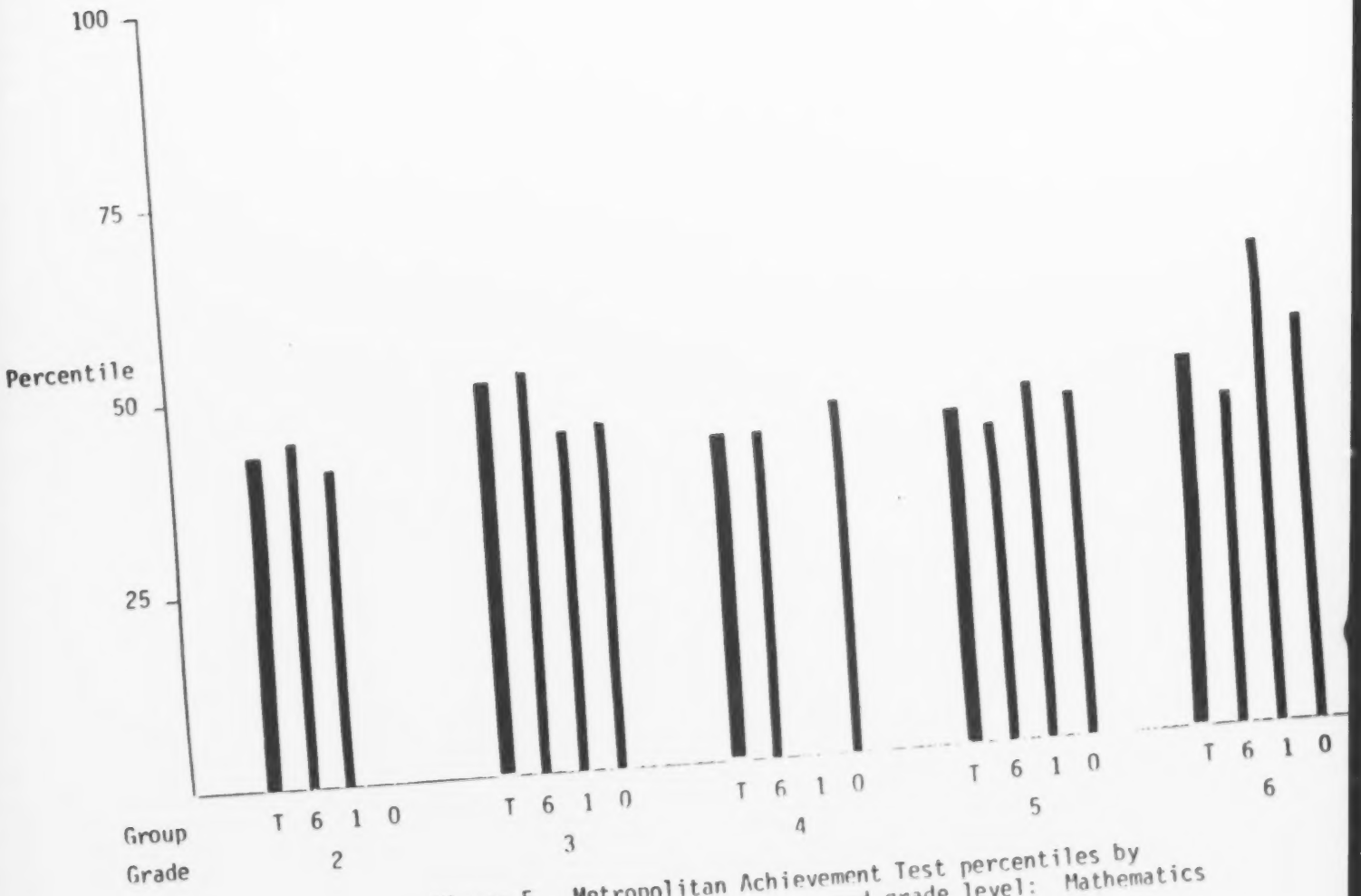

Figure 5. Metropolitan Achievement Test percentiles by training time group and grade level: Mathematics

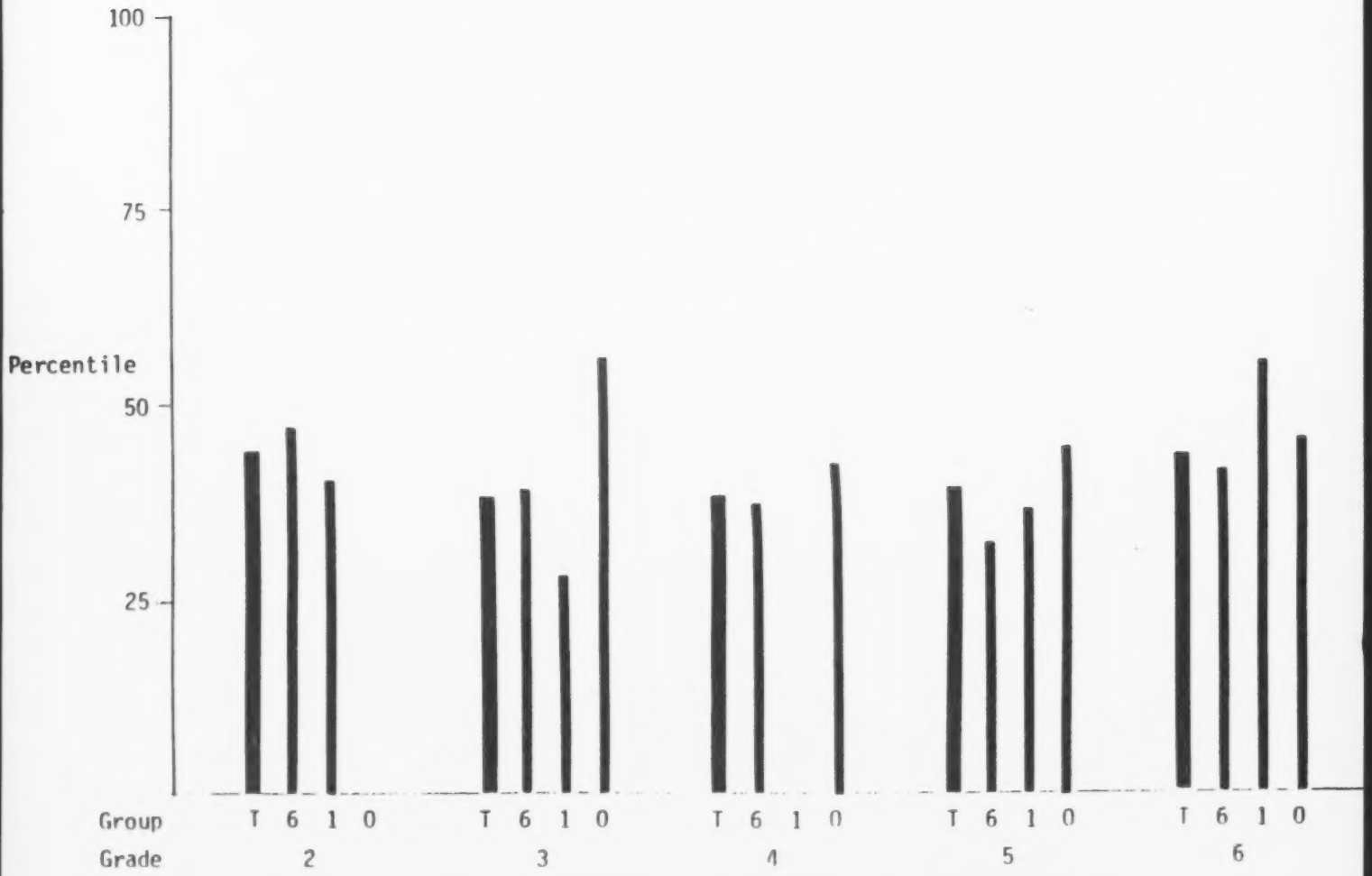

Figure 6. Metropolitan Achievement Test percentiles by training time group and grade level: Reading

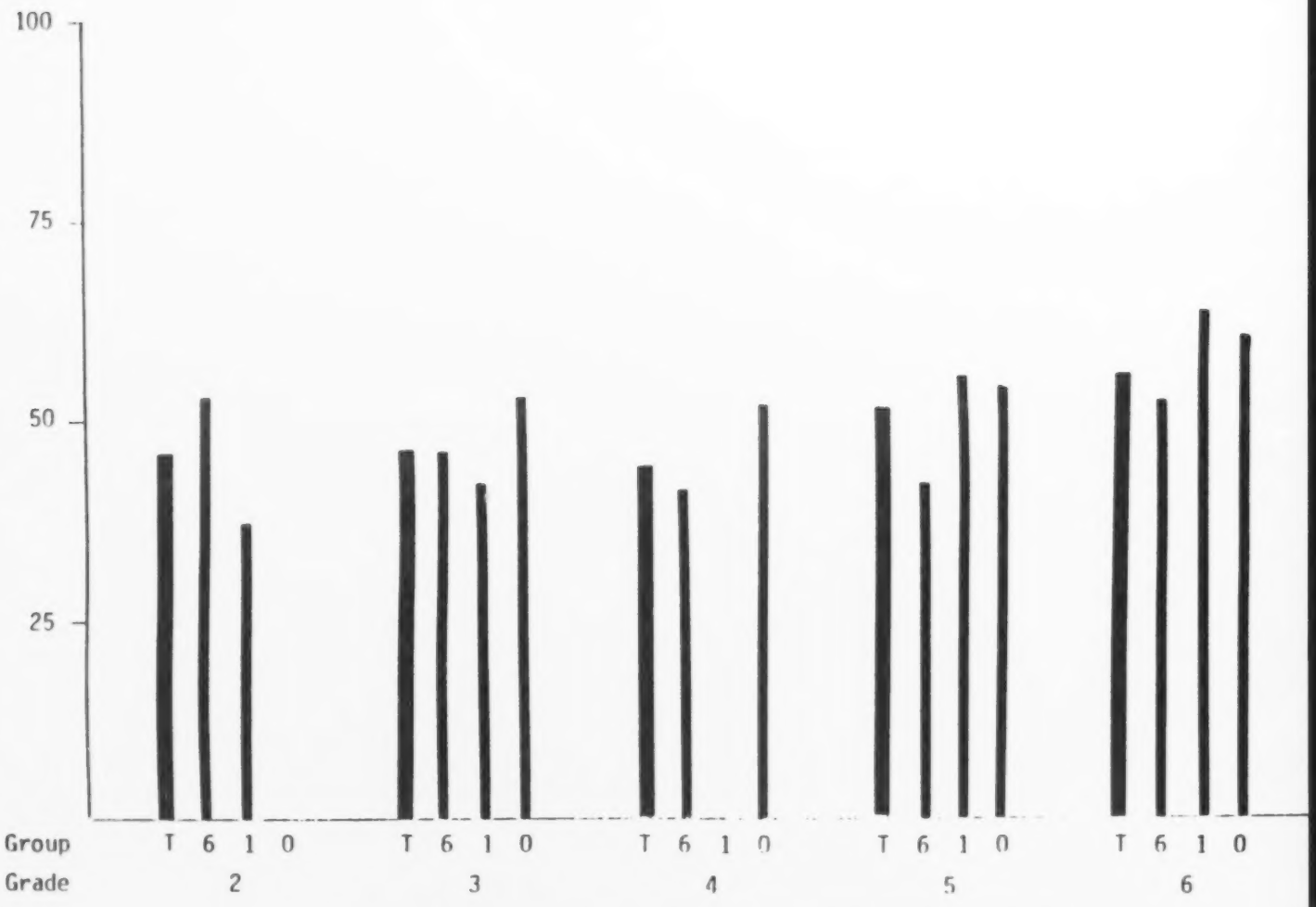

Figure 7. Metropolitan Achievement Test percentiles by training time group and grade level: Language

Table 13

Metropolitan Achievement Test: Total Score
Spring 1984

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K	L
GRADE 2	6 Weeks (N=7)	NCE $\bar{X}$	48.9	42.3			55.1		52.2		49.8		46.4	47.8	48.7
		NCE SD	4.1	13.0			14.4		14.2		25.6		10.1	15.0	12.8
		%ile	48	35			59		54		49		43	45	47
		N(Ss)		(15)			(22)		(22)		(8)		(23)	(25)	(20)
	1 Week (N=5)	NCE $\bar{X}$	45.1		36.3	42.0		50.9		46.5		49.8			
		NCE SD	7.2		27.4	12.1		16.6		18.6		12.3			
		%ile	40		25	35		51		43		49			
		N(Ss)			(11)	(24)		(17)		(19)		(24)			
	None	NCE $\bar{X}$													
		NCE SD													
		%ile													
		N(Ss)													
	TOTAL GRADE (N=12)	NCE $\bar{X}$	47.3												
		NCE SD	5.7												
		%ile	44												

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K
GRADE 3	6 Weeks (N=8)	NCE $\bar{X}$	46.6	31.6	44.0		59.0	23.8	51.7	48.7			56.7	43.6
		NCE SD	11.1	14.1	12.2		9.0	19.3	22.6	12.1			20.9	16.2
		%ile	43	19	38		66	10	53	47			62	38
		N(Ss)		(8)	(14)		(9)	(4)	(25)	(27)			(17)	(20)
	1 Week (N=2)	NCE $\bar{X}$	40.8			36.2						45.3		
		NCE SD	6.4			7.5						11.3		
		%ile	33			25						41		
		N(Ss)				(20)						(17)		
	None (N=1)	NCE $\bar{X}$	51.0								49.9			
		NCE SD	0								16.3			
		%ile	51								49			
		N(Ss)									(26)			
	TOTAL GRADE (N=11)	NCE $\bar{X}$	45.9											
		NCE SD	9.9											
		%ile	42											

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K
GRADE 4	6 Weeks (N=8)	NCE $\bar{X}$	44.3	34.5		39.7		36.3	54.1	51.1	39.6		48.1	41.8
		NCE SD	7.8	9.7		7.7		20.7	16.9	19.2	14.8		17.4	14.5
		%ile	39	23		31		25	57	52	31		46	34
		N(Ss)		(8)		(22)		(17)	(25)	(21)	(23)		(23)	(24)
	1 Week	NCE $\bar{X}$												
		NCE SD												
		%ile												
		N(Ss)												
	None (N=3)	NCE $\bar{X}$	47.6		42.3		51.3					44.2		
		NCE SD	3.3		17.1		11.0					14.9		
		%ile	45		35		52					39		
		N(Ss)			(15)		(21)					(24)		
	TOTAL GRADE (N=11)	NCE $\bar{X}$	45.2											
		NCE SD	6.8											
		%ile	41											

Table 13 (cont.)

	Training Time		All Classes	Classrooms											
				A	B	C	D	E	F	G	H	I	J	K	L
GRADE 5	6 Weeks (N=4)	NCE $\bar{X}$	44.3			43.8			49.4	38.0					43.5
		NCE SE	3.7			12.4			8.9	13.4					9.0
		%ile	39			38			48	28					37
		N(Ss)				(19)			(20)	(15)					(26)
	1 Week (N=2)	NCE $\bar{X}$	48.6				46.4					50.8			
		NCE SD	3.1				7.4					10.5			
		%ile	47				43					51			
		N(Ss)					(6)					(7)			
	None (N=6)	NCE $\bar{X}$	49.8	45.8	47.6			51.2			48.1		52.3	45.4	
		NCE SD	4.5	14.6	8.3			11.1			17.0		21.1	5.9	
		%ile	49	42	45			52			46		54	41	
		N(Ss)		(5)	(17)			(19)			(16)		(23)	(9)	
	TOTAL GRADE (N=12)	NCE $\bar{X}$	47.8												
		NCE SD	4.5												
		%ile	45												

	Training Time		All Classes	Classrooms										
				A	B	C	D	E	F	G	H	I	J	K
GRADE 6	6 Weeks (N=6)	NCE $\bar{X}$	46.9	45.8	47.5		46.3	44.0			44.8		50.5	
		NCE SD	2.0	13.2	12.8		12.0	15.2			17.3		12.4	
		%ile	44	42	45		43	38			40		51	
		N(Ss)		(21)	(20)		(27)	(20)			(20)		(23)	
	1 Week (N=1)	NCE $\bar{X}$	55.4						55.4					
		NCE SD	0						12.7					
		%ile	60						60					
		N(Ss)							(26)					
	None (N=3)	NCE $\bar{X}$	51.0			48.0				58.3		44.4		
		NCE SD	8.5			9.1				17.0		8.3		
		%ile	51			46				65		39		
		N(Ss)				(18)				(27)		(14)		
	TOTAL GRADE (N=10)	NCE $\bar{X}$	49.0											
		NCE SD	5.2											
		%ile	48											

Table 14

Metropolitan Achievement Tests: Mathematics

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K	L
GRADE 2		NCE $\bar{X}$	46.8	41.8			50.6		54.8		37.7		46.2	47.3	49.0
	6 Weeks	NCE SD	5.7	12.1			18.6		19.9		19.3		8.8	14.7	16.1
	(N=7)	%ile	44	34			51		59		28		42	44	48
		N(Ss)		(15)			(22)		(22)		(8)		(23)	(25)	(20)
		NCE $\bar{X}$	45.0		37.9	39.8		54.3		47.3		46.0			
	1 Week	NCE SD	6.2		26.6	14.4		21.0		14.3		11.3			
	(N=5)	%ile	40		28	31		58		44		42			
		N(Ss)			(11)	(24)		(17)		(19)		(24)			
		NCE $\bar{X}$													
	None	NCE SD													
		%ile													
		N(Ss)													
	TOTAL	NCE $\bar{X}$	46.1												
	GRADE	NCE SD	5.7												
	(N=12)	%ile	42												

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K
GRADE 3		NCE $\bar{X}$	51.0	34.7	46.1		61.1	37.8	55.2	49.9			73.5	45.5
	6 Weeks	NCE SD	13.9	15.1	12.8		16.8	22.6	22.7	14.6			24.6	14.6
	(N=8)	%ile	51	23	42		70	28	59	49			86	41
		N(Ss)		(8)	(14)		(9)	(4)	(25)	(27)			(17)	(20)
		NCE $\bar{X}$	46.5			34.2						58.7		
	1 Week	NCE SD	17.4			10.4						21.9		
	(N=2)	%ile	43			22						66		
		N(Ss)				(20)						(17)		
		NCE $\bar{X}$	47.3											
	None	NCE SD	0											
	(N=1)	%ile	44											
		N(Ss)												
	TOTAL	NCE $\bar{X}$	49.9								47.3			
	GRADE	NCE SD	13.0								12.1			
	(N=11)	%ile	50.0								44			
											(26)			

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K
GRADE 4		NCE $\bar{X}$	45.2	35.1		36.0		43.4	58.3	47.5	40.8		50.7	48.0
	6 Weeks	NCE SD	8.1	9.1		9.6		16.2	16.2	20.7	8.7		17.2	19.0
	(N=8)	%ile	41	24		25		37	65	45	33		51	46
		N(Ss)		(8)		(22)		(17)	(25)	(21)	(23)		(23)	(24)
		NCE $\bar{X}$												
	1 Week	NCE SD												
		%ile												
		N(Ss)												
		NCE $\bar{X}$	47.1		41.1		49.5					47.9		
	1 Week	NCE SD	2.8		15.8		12.0					16.9		
	(N=3)	%ile	44		33		49					46		
		N(Ss)			(15)		(21)					(24)		
	TOTAL	NCE $\bar{X}$	45.7											
	GRADE	NCE SD	6.9											
	(N=11)	%ile	41											

Table 14 (cont.)

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K	L
GRADE 5		NCE $\bar{X}$	44.7			40.4			50.4	43.8					41.7
	6 Weeks	NCE SD	5.5			14.9			10.4	12.5					15.9
	(N=4)	%ile	40			32			50	38					34
		N(Ss)				(19)			(20)	(15)					(26)
		NCE $\bar{X}$	47.6				43.7					51.4			
	1 Week	NCE SD	5.4				10.2					15.9			
	(N=2)	%ile	45				38					52			
		N(Ss)					(6)					(7)			
		NCE $\bar{X}$	46.4	43.7	42.8			51.9			43.4		47.5	41.8	
	None	NCE SD	4.5	15.0	11.6			11.0			16.8		20.3	10.3	
	(N=6)	%ile	43	38	36			53			37		45	34	
		N(Ss)	.	(5)	(17)			(19)			(16)		(23)	(9)	
	TOTAL	NCE $\bar{X}$	46.0												
	GRADE	NCE SD	4.7												
	(N=12)	%ile	42												

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K
GRADE 6		NCE $\bar{X}$	46.2	44.6	43.3		44.5	46.6			42.9		52.5	
	6 Weeks	NCE SD	3.8	12.1	13.6		14.0	15.8			18.9		13.1	
	(N=6)	%ile	42	39	37		39	43			36		54	
		N(Ss)		(21)	(20)		(27)	(20)			(20)		(23)	
		NCE $\bar{X}$	56.1						56.1					
	1 week	NCE SD	0						18.0					
	(N=1)	%ile	61						61					
		N(Ss)							(26)					
		NCE $\bar{X}$	51.0			44.5				61.5		47.1		
	None	NCE SD	9.2			10.8				14.4		14.3		
	(N=3)	%ile	51			39				70		44		
		N(Ss)				(18)				(27)		(14)		
	TOTAL	NCE $\bar{X}$	48.6											
	GRADE	NCE SD	6.2											
	(N=10)	%ile	47											

Table 15

Metropolitan Achievement Test: Reading

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K	L
GRADE 2		NCE $\bar{X}$	48.0	45.5			53.9		49.7		52.2		42.6	47.5	45.0
	6 Weeks	NCE SD	4.1	13.1			11.8		10.6		30.2		12.6	13.5	10.6
	(N=7)	%ile	47	41			57		49		54		36	45	40
		N(Ss)		(15)			(22)		(22)		(8)		(23)	(25)	(20)
		NCE $\bar{X}$	44.7		33.6	44.4		50.3		48.0		50.7			
	1 Week	NCE SD	9.6		21.8	12.2		17.7		15.9		15.4			
	(N=5)	%ile	40		21	39		50		46		51			
		N(Ss)			(11)	(24)		(17)		(19)		(24)			
		NCE $\bar{X}$													
	None	NCE SD													
		%ile													
		N(Ss)													
	TOTAL	NCE $\bar{X}$	46.6												
	GRADE	NCE SD	6.8												
	(N=12)	%ile	44												

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K
GRADE 3		NCE $\bar{X}$	44.3	32.1	43.3		56.7	27.8	46.0	46.1			47.8	42.4
	6 Weeks	NCE SD	7.4	10.9	12.0		10.2	19.8	15.4	12.0			17.2	14.6
	(N=8)	%ile	39	21	37		62	14	42	42			45	35
		N(Ss)		(8)	(14)		(9)	(4)	(25)	(27)			(17)	(20)
		NCE $\bar{X}$	37.7			36.3						37.1		
	1 Week	NCE SD	.8			6.6						6.0		
	(N=2)	%ile	28			29						27		
		N(Ss)				(20)						(17)		
		NCE $\bar{X}$	53.5								51.4			
	None	NCE SD	0								19.1			
	(N=1)	%ile	56								52			
		N(Ss)									(26)			
	TOTAL	NCE $\bar{X}$	43.9											
	GRADE	NCE SD	7.5											
	(N=11)	%ile	38											

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K
GRADE 4		NCE $\bar{X}$	43.2	35.9		41.5		35.8	49.9	53.3	44.0		45.9	38.1
	6 Weeks	NCE SD	7.0	7.4		5.3		14.9	14.9	12.6	10.9		16.8	10.7
	(N=8)	%ile	37	25		34		25	49	56	3		41	28
		N(Ss)		(8)		(22)		(17)	(25)	(21)	(23)		(23)	(24)
		NCE $\bar{X}$												
	1 Week	NCE SD												
		%ile												
		N(Ss)												
		NCE $\bar{X}$	45.8		43.9		50.0					41.7		
	None	NCE SD	3.6		9.7		14.1					16.8		
	(N=3)	%ile	42		38		50					34		
		N(Ss)			(15)		(21)					(24)		
	TOTAL	NCE $\bar{X}$	43.9											
	GRADE	NCE SD	6.2											
	(N=11)	%ile	38											

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K	L
GRADE 5	6 Weeks (N=4)	NCE $\bar{X}$	40.6			41.5			44.7	34.1					[illegible]
		NCE SD	3.0			14.4			12.5	12.0					[illegible]
		%ile	32			34			40	22					32
		N(Ss)				(19)			(20)	(15)					(26)
	1 Week (N=2)	NCE $\bar{X}$	43.8				41.7					45.9			
		NCE SD	3.0				4.3					8.7			
		%ile	38				34								
		N(Ss)					(6)					(7)			
	None (N=6)	NCE $\bar{X}$	47.1	41.5	45.6			48.3			48.4		54.6		43.9
		NCE SD	4.5	17.1	9.6			14.5			10.5		15.9		7.[illegible]
		%ile	44	34	41			46			47		56		38
		N(Ss)		(5)	(17)			(19)			(16)		(23)		(9)
	TOTAL GRADE (N=12)	NCE $\bar{X}$	44.4												
		NCE SD	4.7												
		%ile	39												

	Training Time		All Classes	Classrooms A	B	C	D	E	F	G	H	I	J	K
GRADE 6	6 Weeks (N=6)	NCE $\bar{X}$	45.2	45.7	46.9		43.6	43.5			43.1		48.2	
		NCE SD	2.1	14.0	13.7		11.9	11.8			16.2		15.7	
		%ile	41	41	44		38	37			37		46	
		N(Ss)		(21)	(20)		(27)	(20)			(20)		(23)	
	1 Week (N=1)	NCE $\bar{X}$	52.9						52.9					
		NCE SD	0						11.7					
		%ile	55						55					
		N(Ss)							(26)					
	None (N=3)	NCE $\bar{X}$	47.8			48.1				53.6		41.6		
		NCE SD	6.0			9.9				13.1		6.6		
		%ile	45			46				56		34		
		N(Ss)				(18)				(27)		(14)		
	TOTAL GRADE (N=10)	NCE $\bar{X}$	46.7											
		NCE SD	4.1											
		%ile	43											

Table 16

Metropolitan Achievement Test: Language
Spring 1984

	Training Time		All Classes	Classrooms											
				A	B	C	D	E	F	G	H	I	J	K	L
GRADE 2	6 Weeks (N=7)	NCE $\bar{X}$	51.8	36.8			59.9		51.4		58.3		52.5	47.7	53.3
		NCE SD	7.0	18.1			18.8		14.2		31.5		14.3	18.1	15.2
		%ile	53	29			68		52		65		54	45	56
		N(Ss)		(15)			(22)		(22)		(8)		(23)	(25)	(20)
	1 Week (N=5)	NCE $\bar{X}$	43.2		34.7	40.9		46.2		46.5		52.0			
		NCE SD	9.1		22.0	15.9		13.4		21.4		15.4			
		%ile	37		23	33		42		43		53			
		N(Ss)			(11)	(24)		(17)		(19)		(24)			
	None	NCE $\bar{X}$													
		NCE SD													
		%ile													
		N(Ss)													
	TOTAL GRADE (N=12)	NCE $\bar{X}$	48.2												
		NCE SD	8.7												
		%ile	46												

	Training Time		All Classes	Classrooms										
				A	B	C	D	E	F	G	H	I	J	K
GRADE 3	6 Weeks (N=8)	NCE $\bar{X}$	47.9	35.7	45.5		56.2	21.5	57.9	52.4			59.0	47.0
		NCE SD	11.1	12.7	8.7		8.2	18.1	25.5	15.2			12.2	17.8
		%ile	46	24	41		61	8	64	54			66	44
		N(Ss)		(8)	(14)		(9)	(4)	(25)	(27)			(17)	(20)
	1 Week (N=2)	NCE $\bar{X}$	46.1			39.5						52.7		
		NCE SD	9.3			10.3						21.2		
		%ile	42			30						55		
		N(Ss)				(20)						(17)		
	None (N=1)	NCE $\bar{X}$	52.0								52.0			
		NCE SD	0								11.9			
		%ile	53								53			
		N(Ss)												
	TOTAL GRADE (N=11)	NCE $\bar{X}$	47.9											
		NCE SD	9.8											
		%ile	46											

	Training Time		All Classes	Classrooms										
				A	B	C	D	E	F	G	H	I	J	K
GRADE 4	6 Weeks (N=8)	NCE $\bar{X}$	45.6	36.0		43.8		37.8	55.1	54.7	40.4		48.7	43.2
		NCE SD	7.0	12.9		11.7		23.1	14.4	16.4	15.7		18.7	14.3
		%ile	41	25		38		28	59	58	32		47	37
		N(Ss)		(8)		(22)		(17)	(25)	(21)	(23)		(23)	(24)
	1 Week	NCE $\bar{X}$												
		NCE SD												
		%ile												
		N(Ss)												
	None (N=3)	NCE $\bar{X}$	51.5		48.0		54.9					51.6		
		NCE SD	3.5		16.9		14.6					11.3		
		%ile	52		46		59					53		
		N(Ss)			(15)		(21)					(24)		
	TOTAL GRADE (N=11)	NCE $\bar{X}$	47.2											
		NCE SD	6.6											
		%ile	44											

Table 16 (cont.)

	Training Time		All Classes	Classrooms											
				A	B	C	D	E	F	G	H	I	J	K	L
GRADE 5		NCE $\bar{X}$	46.2			45.8			50.9	41.3					45.5
	6 Weeks	NCE SD	4.5			12.3			14.8	8.8					11.2
	(N=4)	%ile	42			42			51	34					41
		N(Ss)				(19)			(20)	(15)					(26)
		NCE $\bar{X}$	52.9				53.7					52.0			
	1 Week	NCE SD	1.2				13.2					8.6			
	(N=2)	%ile	55				57					53			
		N(Ss)					(6)					(7)			
		NCE $\bar{X}$	52.5	51.0	52.0			50.6			52.1		60.7	48.6	
	None	NCE SD	4.2	12.8	13.5			12.2			14.1		16.0	9.7	
	(N=6)	%ile	54	51	53			51			54		69	47	
		N(Ss)		(5)	(17)			(19)			(16)		(23)	(9)	
	TOTAL	NCE $\bar{X}$	50.5												
	GRADE	NCE SD	4.9												
	(N=12)	%ile	51												

	Training Time		All Classes	Classrooms										
				A	B	C	D	E	F	G	H	I	J	K
GRADE 6		NCE $\bar{X}$	51.1	48.7	52.5		52.8	49.9			50.1		52.7	
	6 Weeks	NCE SD	1.8	16.5	15.8		15.9	14.4			12.8		13.0	
	(N=6)	%ile	52	47	54		55	49			50		55	
		N(Ss)		(21)	(20)		(27)	(20)			(20)		(23)	
		NCE $\bar{X}$	57.1						57.1					
	1 Week	NCE SD	0						12.0					
	(N=1)	%ile	63						63					
		N(Ss)							(26)					
		NCE $\bar{X}$	55.3			52.2				63.6		47.6		
	None	NCE SD	9.6			11.5				16.4		8.3		
	(N=3)	%ile	60			54				74		45		
		N(Ss)				(18)				(27)		(14)		
	TOTAL	NCE $\bar{X}$	53.0											
	GRADE	NCE SD	5.3											
	(N=10)	%ile	55											

CONCLUSIONS

This report has 1) described and evaluated the planning phase of HESI; 2) provided baseline instructional profiles of the schools; and 3) summarized the descriptive, quantitative data from the Connecticut School Effectiveness Questionnaire and the Hartford citywide standardized testing program. From the data, we have drawn several conclusions about the planning phase. We describe first areas that could have benefitted from additional attention, and follow these with a summary of the strengths of the proposed training plan.

Areas of Weakness

1. Description of the Content and Goals of the Training. Teachers and paraprofessionals for the most part are unclear about content and goals of HESI summer training. They are uncertain and anxious about what will be expected of them as a result of the training. Most do not know why the particular training approach and experts have been chosen, although they are aware that Hunter is a nationally known educator. Teachers know that they will be teaching this summer; paraprofessionals are unclear about the range of their responsibilities.

It might have been useful to detail more explicitly the content and goals of the project during the visits to the schools prior to the end of the school year. Although it would not have been possible to answer all questions and reduce all anxiety, participants would have appreciated the additional information.

2. Lack of Focus for Paraprofessionals. We have mentioned paraprofessionals in the previous section, but choose to address them separately

as well. They are required to attend all of the training for teachers, yet do not know what they will do with the information. Some paraprofessionals are unclear about their current role in classrooms (there is great variation in what paraprofessionals do depending on the classroom teacher), and have no vision of what a different or improved role might look like. As one of the stated goals of the project is to improve the quality of services that paraprofessionals provide to children, some of the goals for them should have been made explicit.

This group of participants seems likely to flounder as they try to figure out what is expected of them, and then what is possible in the context of the specific classroom(s) in which they work. Without clarity, they will be most dependent on the classroom teachers for direction at a time when most teachers will be occupied with their own learning and the novel experience (for most) of teaming with another teacher.

3. Parent Training. At a Task Force Meeting in March, plans for parent training were presented and received favorably. After further consideration, the Project Coordinator decided to alter the model presented, however, by the end of June there were no new plans for parent training. As the training will take place in July and the trainers have been scheduled, the lack of consensus on what parent training should be is an immediate concern.

Areas of Strength

1. Design of the Project. The plans for summer training and implementation during the 1984-1985 school year are an excellent blend of classroom instruction for staff, clinical practice with substantial coaching, and then opportunity to transfer the learning with additional coaching and support to the actual school situation. The combination of experiences should provide

staff members with the maximum opportunity to adopt new teaching strategies and improve those already in use. The involvement and simultaneous training of teachers, principals and paraprofessionals should increase their ability to work together to improve the services provided to children.

The selection of expert trainers should insure that the classroom component for staff is of the highest quality. The opportunity for teachers to then teach small groups of children, and for principals to have only supervisory responsibilities (without the administrative duties that accompany running a school) should provide both with the time and environment in which to try out what they have learned. The close collaboration of principals and teachers has the potential to foster productive relationships that can carry over to the school year.

2. Voluntary Participation. Although some individuals felt pressure to join HESI, by and large it is a voluntary project. This suggests that despite feelings of uncertainty and pressure, participants who are involved will be more likely to make a commitment to learning, than they would have without choice.

3. Extrinsic Rewards. Some participants have stated that they are involved in HESI in order to earn money and/or college credit. This should not be taken to suggest that their motives are suspect or that they are uninterested in the content. Teachers often spend their summers working or going to school. Providing incentives to staff in order to encourage them to voluntarily engage in a constructive effort that they might not otherwise choose, is a sensible approach to increasing voluntary participation.

4. Selection of Trainers. The individuals who have been selected to provide the formal training have reputations that suggest they will provide high quality training. It is important that teachers and principals are trained by the best. Too often they evaluate in-service as only marginally useful and often ill-prepared and presented. With teachers and principals committing six weeks to this project, despite the salary and course credits, it is crucial that the trainers be first rate. The experience and reputation of the proposed trainers suggests that participants will not have many complaints about the formal HESI training.

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